

## TEACHING PLAN FOR

- **INTERNATIONAL MANAGEMENT**

### 1. Basic Description

**Name of the course:** International Management

**Academic year:** 2017–2018

**Term:** 2nd

**Degree / Course:** International Business Programme (IBP)

**Code:** 80224

**Number of ECTS credits:** 6

**Total number of hours committed:** 150

**Teaching language:** English

**Lecturer:** Sergio Costa Sant'Anna

Lawyer and Economist

MBA, IESE Business School (Spain)

MBA, Thunderbird School of Global Management (United States)

**Timetable:**

Tuesday 6.00–8.15 pm

Thursday 6.00–8.15 pm

**Office hours:**

Thursday by appointment

## **2. Course Overview**

The International Management course focuses on the opportunities and challenges created by globalisation. It examines a series of cross-cultural and management issues related to management in an international marketplace. The aim of this course is to enable students to analyse and understand the opportunities and challenges that companies face when expanding their activities internationally and when dealing with international competitors in their home markets. Special attention is placed upon the different tools and analytic competences available to the different specialised managerial roles when competing internationally.

The course comprises three segments. The first builds a better understanding of the challenges in the international environment. It focuses on the analysis of country differences in political economy and political risks as well as cultural and social heterogeneities. In this segment, the course covers the major facets of the international management environment (legal, political, economic and cultural). The central debates surrounding the cultural construct, formal and informal institutions, economic development and regional integrations are presented in class, along with the major frameworks that have been used to describe these phenomena.

Students are exposed to a range of ideas about cultural values in different nations, and learn how those values influence management and organisational practices.

The readings build upon students' existing knowledge of the functioning of American, Western European and Asian business organisations, and help them develop an understanding of how organisations function in a wide variety of cultures.

The second segment of the course builds on the first section and analyses global organisational forms and international strategies. It focuses on the strategic challenges confronting firms that compete in the global economy. It aims to develop understanding of how to gain a competitive advantage and compete successfully in the international marketplace. In other words, it explores the most fundamental question in international strategic management: What determines whether companies succeed or fail internationally?

Finally, the third segment deals with international management operations and covers an array of organisational issues such as human resource staffing and motivating a multicultural workforce, global marketing, design of global products and services, global R&D and financing and accountability.

This is a core course in the ESCI-UPF International Business Programme, which is designed primarily for applicants who have a major or a minor in business.

Generally, students pursuing any degree in Business Administration or Economics should not need any prerequisite. Applicants pursuing degrees in other areas should make sure they have taken Business Organisation or an equivalent course.

### **3. Competences to Be Worked on in the Course**

#### Own competences of the subject:

- a. An awareness of and an interest in how formal and informal institutions impact business decisions.
- b. An in-depth knowledge of analytical frameworks used in the screening of national markets (defining the key factors in a firm's internationalisation process by evaluating the international business environment, stressing particularly the economic and cultural dimensions).
- c. An enhanced understanding of what determines the success and failure of companies around the globe.
- d. An ability to invoke different management theories (e.g. resource-based view, stakeholder theory and institutional theory) to understand what lies behind different firm performances around the world.
- e. An understanding of the "other side" of international business, namely, local firms that often compete and/or collaborate with foreign entrants, especially in emerging economies.
- f. An ability to recognise the tensions in adopting global standardised actions as opposed to locally responsive actions in international management and relate these to the companies' overall corporate strategy.
- g. A disposition to consider ethical and social responsibility issues in the development and implementation of an international management strategy.

<b>General competences</b>	<b>Specific competences</b>
<p data-bbox="305 289 667 321"><b>Instrumental competences</b></p> <p data-bbox="188 338 781 401">G.I.2. Ability to relate concepts and knowledge from different areas.</p> <p data-bbox="188 417 651 449">G.I.3. Ability to organise and plan.</p> <p data-bbox="188 466 781 529">G.I.5. Ability to take decisions in complex and changing situations.</p> <p data-bbox="188 546 781 609">G.I.8. Oral and written competence in communicating in English.</p> <p data-bbox="277 669 691 701"><b>General personal competences</b></p> <p data-bbox="188 718 781 844">G.P.1. Ability to adapt and work in and lead international, multicultural, interdisciplinary, competitive, changing and complex groups.</p> <p data-bbox="277 905 691 936"><b>Generic systemic competences</b></p> <p data-bbox="188 953 586 984">G.S.4. Entrepreneurial ability.</p> <p data-bbox="188 1001 781 1096">G.S.7. Promotion of and respect for multicultural values: respect, equality, solidarity, commitment.</p> <p data-bbox="188 1113 781 1176">G.S.8. Promotion and respect for gender, environmental and safety at work issues.</p> <p data-bbox="285 1236 682 1268"><b>Competences for applicability</b></p> <p data-bbox="188 1285 781 1348">G.A.4. Ability to understand and apply the network concept.</p>	<p data-bbox="935 289 1276 321"><b>Disciplinary competences</b></p> <p data-bbox="808 338 1406 464">E.D.8. Analyse the organisation of businesses based on economic principles that make it possible to identify the most determining factors in results.</p> <p data-bbox="935 525 1276 556"><b>Professional competences</b></p> <p data-bbox="808 573 1406 667">E.P.2. Ability to analyse economic and market indicators when taking decisions within the organisation.</p> <p data-bbox="808 684 1406 810">E.P.5. Ability to take strategic business decisions that take into account economic, cultural, social and political determinants specific to each area.</p> <p data-bbox="808 827 1406 921">E.P.7. Illustrate the reality of business by using activities such as assignments and lectures or by preparing case studies.</p> <p data-bbox="808 938 1406 1033">E.P.8. Be able to take functional decisions within an organisation with international activity.</p> <p data-bbox="808 1050 1406 1207">E.P.17. Be able to express oneself and understand spoken and written communication in English at an advanced level to apply it to the international business area.</p>

## 4. Contents

### I. INTERNATIONAL ENVIRONMENT CHALLENGES

- Globalisation
  
- International Business Environment
  - i. The Global Trade
  - ii. Foreign Direct Investment
  - iii. Developed Countries Investing in Emerging Markets
  - iv. National X International Markets
  - v. Internationalisation Theories
  - vi. Regional Economic Integrations and International Multilateral Institutions
  - vii. Global Growth Generators. Emerging Economies: The Case of Brazil, Russia, India and China (BRICs)
  
- International Trade Theories
  - i. Trading Strategies and Methods
  - ii. International Regulatory Framework
  - iii. Technical Standards
  - iv. The Export and Import Process. Strategy and Management
  
- International Management Structures
  - i. Management Styles
  - ii. Simple Functional Organisations to Divisional or Matrix Structures
  
- Global Leadership | Global Entrepreneur
  - i. Practical Examples from Different Business Environments
  
- Managing Cultural Diversity
  - i. Theory
  - ii. CAGE Distance Framework.
  - iii. Cross Cultural Business Communication
  - iv. The Case of Brazil, Russia, India and China (BRICs)
  - v. Business Environment
  - vi. Business Etiquette
  - vii. Business Cultural Barriers
  - viii. Negotiation Techniques

## II. THE STRATEGY AND STRUCTURE OF INTERNATIONAL BUSINESS

- Understanding Global Strategy
  - i. Fundamentals of International Strategic Management
  - a) Strategies, Main Strategic Choices, Value Chain, Tools: PEST, SWOT, Porter 5 Forces, CAGE
- Identifying International Market Attractiveness and Competitive Strength. Breaking into Foreign Markets
  - 1. The International Market Selection Process
  - 2. Identifying International Market Attractiveness and Competitive Strength
  - 3. Building a Model for International Market Selection
  - 4. Managing for Competitive Advantage
- Managing Strategic Alliances. Managing International Assets and Risk
  - a) Strategic Alliances
    - Agents
    - Franchising/Licensing
    - Manufacturing Contract
    - Joint Ventures
  - Managing Strategic Alliances
    - i. Making Strategic Alliances and Networks Work
    - i. Diversifying, Acquiring and Restructuring
    - ii. Strategising with Corporate Social Responsibility
- International Business Contracts and Conduct
  - i. Overview of Business Contracts
  - ii. Extraterritorial Application of Laws
  - iii. Bribery and Corruption in Different International Cultural Environments
  - iv. Mediation, Arbitration and Litigation
  - v. Patent, Copyright, Trademark, Trade Secret, Licensing of Intellectual Property

### III. INTERNATIONAL BUSINESS OPERATIONS

- Distribution Decisions in the International Market
  - i. Managing and Controlling Distribution Channels
  - ii. Value Chain
  - iii. Technical Regulations
    - Designing Global Products and Services
    - Global Production, Outsourcing and Logistics
    - International Pricing Strategies
  - i. Skimming, Market Pricing, Penetration Pricing, Price Changes
  - ii. Factors Influencing International Pricing Decisions
  
- International HR Management. Building an International Workforce
  - i. Importance of Skill-Building
  - ii. Recruitment Issues
  - iii. Hiring Strategies
  - iv. Training Strategies
  - v. Developing Managers
  - vi. Retaining People

## 5. Assessment

### Regular term evaluation

During the term you will be evaluated as indicated in the table below.

a. Each assessment element is scored with a grade between 0 and 10, to one decimal place. Zero is the lowest grade and ten is the highest grade.

b. The final grade for the course is calculated by adding the grades obtained for each element multiplied by their assigned weights.

c. The final grade of the course is reported on the scale from 0 to 10, to one decimal place.

Students whose final grade is equal to or greater than 5.0 will pass the course.

d. In addition to your numerical final grades, you will also be given descriptive grades:

- No Show
- $\leq 4.9$  Fail
- 5.0–6.9 Pass
- 7.0–8.9 Very Good
- 9.0–10.0 Excellent

Assessment elements	Type of assessment	Individual	Group	Weight
Final exam	Mandatory	Individual		40%
Final project	Mandatory (min 50%)		Group	30%
Case studies / presentation	Mandatory	Individual	Group	25%
Assignment in class	Optional		Group	5%
Participation in class (bonus)				10%

e. The assessment elements are either Mandatory or Optional. For Mandatory assessment elements students must score a minimum grade to pass the course. Optional assessment elements do not require a minimum passing grade. However, any uncompleted Optional assessment elements will still count towards your final course grade.

f. Please DO NOT BOOK tickets for your flight home before the dates for the final exams are announced. Even if you have a ticket and a valid reason, ESCI-UPF will NOT PROVIDE ALTERNATIVE DATES for the final exam.



g. Your continuous evaluation grade (assignments + class preparation + final group project) must be 4.0 or greater AND your final group project grade must be 5.0 or greater before you can be entered for the final exam. If either of these two conditions is not met, you will not be allowed to take the final exam and the lower of the two grades will become your final course grade.

h. In order to pass the course, you must take the final exam. If you do not take the final exam, your final course grade will be "No Show", irrespective of your grades in the other evaluation elements.

i. To obtain a passing course grade, your final exam grade must be equal to or greater than 4.0. If your final exam grade is less than 4.0, the final exam grade becomes your final course grade, irrespective of your other grades.

j. The final exam is cumulative: it covers all the material covered during the term.

k. The class preparation grading element evaluates your preparation for the case and article discussions. Missing classes or coming to classes unprepared may lower your grade for this evaluation element. A missed class, whether justified or unjustified, counts as an unprepared class. Failure to actively participate in group and class activities during the discussions of cases and articles will be considered as an indication that you have not prepared for the class. The final grade for this element will be determined by eliminating the lowest 20% of graded classes and averaging the remaining 80% of classes. Thus, a student who misses up to 4 classes (8 hours) may still obtain a maximum grade for this grading element.

l. There will be neither individual make-up work nor extra credit work assigned if you fail any of obligatory grading elements, are unable to attend the final exam or obtain a grade below your expectations.

m. All students in a group receive the same grade for any group work. However, the peer evaluation you perform as part of the final exam will be used to adjust group grades for individuals who have contributed more than their fair share of work (their grades will be higher than the grade given to the rest of the group members) and those who didn't contribute their fair share of work (their grades will be lower than the grade given to the rest of the group members).

n. Participation in this course is evaluated as an extra credit that can add up to 10% to your final grade (the default grade is zero). If you don't say a word during the classes or you have irregular attendance (below 80%), your participation grade will be zero. However, you still may obtain a maximum final course grade. Participation grade is based exclusively on your CONTRIBUTION during class discussions.

My experience with courses evaluated on a continuous basis (like this one) is that it is hard to fail but it is also hard to obtain a very high mark. So, if you are keen to get a good average grade, take this element seriously as it can compensate for losses of grades in other elements.

Furthermore, do not think of this grade as an entitlement or a gift: it has to be EARNED. Finally, do not confuse attendance with participation. A student can have a perfect attendance record and still score zero for participation. Effective class participation is assessed by asking questions such as these:

1. Is the participant a good listener?
2. Are their points relevant to the discussion? Are they linked to the comments of others?
3. Do the comments add to our understanding of the situation?
4. Do the comments show evidence of analysis of the case?
5. Does the participant distinguish between different kinds of data (i.e. facts, opinions, beliefs, concepts, etc.)?
6. Is there a willingness to share?
7. Is there a willingness to test new ideas, or are all comments "safe" (e.g. repetition of case facts without analysis and conclusions or a comment already made by a colleague)?
8. Is the participant willing to interact with other class members?
9. Do their comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

The above questions deal with both the process of class participation and (of equal or greater concern) the content of what you say. Remember: both quality and frequency are important, but quantity never can make up for low quality.

## **Resits**

Students who obtained a final grade below 5.0 in their final exam will be allowed to resit their exam in January, in accordance with the ESCI-UPF calendar and academic regulations. This make-up exam can only be sat on ESCI-UPF premises: it cannot be done remotely.

You may only retake your final exam during this session. All other grades stay unchanged and cannot be compensated by extra work. To pass the make-up exam, you must obtain a minimum score of 4.0. If you pass the make-up exam, your final course grade will be determined using the regular course assessment rules as outlined above. If your score in the make-up exam is below 4.0, this score will become your final course grade. Any participation bonus grade is set to zero if you have to sit the make-up exam.

**Any students found copying and/or plagiarising work, in whole or in part, will fail the subject. They will receive a final grade of zero and will not be allowed to take the make-up exam. In accordance with the UPF Disciplinary Rules and Regulations for Students, other additional sanctions may apply depending on the seriousness of the offence.**



## 6. Bibliography and Teaching Resources

- Basic REQUIRED bibliography

- Hill, C.W.L. *International Business: Competing in the Global Marketplace*. 10th ed. New York: McGraw-Hill, 2014.
- Goddard, C.R., P. Cronin, and K.C. Dash. *International Political Economy: State-Market Relations in a Changing Global Order*. 2nd ed. Boulder, CO: Lynne Rienner, 2003.
- Grath, Anders. *The Handbook of International Trade and Finance: The Complete Guide for International Sales, Finance, Shipping and Administration*. 3rd ed. London: Kogan Page, 2013.
- Hisrich, R.D. *International Entrepreneurship: Starting, Developing, and Managing a Global Venture*. London: SAGE, 2012.

- Supplementary bibliography

- Ahlstrom, D., and G.D. Bruton. *International Management: Strategy and Culture in the Emerging World*. 1st ed. Mason, OH: South Western Cengage Learning, 2010.
- Armstrong, M. *Armstrong's Handbook of Human Resource Management Practice*. London: Kogan Page, 2009.
- Bartlett, C., and S. Ghoshal. *Managing Across Borders: The Transnational Solution*. Brighton, MA: Harvard Business School Press, 1998.
- British Chambers of Commerce. *International Trade Manual: Importing Exporting Forwarding*. Oxford: Routledge, 2011.
- Brown, Robert, and Alan Gutterman. *International Business Plans*. Petaluma, CA: World Trade Press, 2003.
- Cavusgil, S.T., and P.N. Ghauri. *Doing Business in Emerging Markets: Entry and Negotiation Strategies*. London: SAGE, 2002.
- Cavusgil, S.T., P.N. Ghauri, and A. Akcal. *Doing Business in Emerging Markets*. 2nd ed. London: SAGE, 2012.
- Chow, D.C.K., and T.J. Schoenbaum. *International Business Transactions: Problems, Cases, and Materials*. New York: Aspen Publishers, 2010.
- Cook, Thomas. *Managing Growth and Expansion into Global Markets: Logistics, Transportation, and Distribution*. Global Warrior Series. Boca Raton, FL: CRC Press, 2015.
- Cook, Thomas, Rennie Alston, and Kelly Raia. *Mastering Import & Export Management*. New York: AMACOM, 2012.
- Dawson, John, and Masao Mukoyama. *Global Strategies in Retailing: Asian and European Experiences*. Routledge Studies in International Business and the World Economy. Oxford: Routledge, 2013.
- Dunning, J. *Multinational Enterprises and the Global Economy*. 2nd ed. Reading, MA: Addison-Wesley, 2008.
- Feenstra, R.C. *Advanced International Trade: Theory and Evidence*. Princeton, NJ: Princeton University Press, 2004.
- Foley, J.F. *The Global Entrepreneur*. 3rd ed. United States: Jamric Press International, 2013.
- Forum for International Trade Training. *International Marketing Manual*. Ottawa: FITT, 2005.

- Forum for International Trade Training. *International Market Entry and Distribution Manual*. Ottawa: FITT, 2005.
- García-Merino, Teresa, and Valle Santos-Álvarez. *Managerial Cognition & Strategic Management: Rethinking Internationalization Strategies*. New York: Nova Science Publishers, 2011.
- Ghemawat, P. *Redefining Global Strategy: Crossing Border in a World Where Differences Still Matter*. Boston, MA: Harvard Business School Publishing, 2007.
- Ghemawat, P. *Strategy and the Business Landscape*. Harlow: Pearson, 2009.
- Ghemawat, P. *World 3.0: Global Prosperity and How to Achieve It*. Boston, MA: Harvard Business School Publishing, 2011.
- Gomes, Emanuel, Yaakov Weber, Chris Brown, and Shlomo Yedidia Tarba. *Mergers, Acquisitions and Strategic Alliances: Understanding the Process*. New York: Palgrave Macmillan, 2011.
- Grünig, Rudolf, and Dirk Morschett. *Developing International Strategies: Going and Being International for Medium-Sized Companies*. Berlin: Springer, 2013.
- Harvard Business Review, *Doing Business in China*. Watertown, MA: Harvard Business Review Press, 2004.
- Hisrich, Robert, Michael Peters, and Dean Shepherd, *Entrepreneurship*. New York: McGraw-Hill Irwin, 2012.
- Hollensen, Svend. *Global Marketing: A Decision-Oriented Approach*. 5th ed. Harlow: Prentice Hall, 2010.
- International Chamber of Commerce. *Incoterms® 2010*.
- Johnson, T.E., and D.L. Bade. *Export/Import Procedures and Documentation*. New York: AMACOM, 2010.
- Jones, G. *Multinationals and Global Capitalism*. Oxford: Oxford University Press, 2005.
- Lehmann, D., and R. Winer. *Analysis for Marketing Planning*. 7th ed. New York: McGraw-Hill, 2007.
- Mankiw, N.G., and M.P. Taylor, *Economics*. London: Thomson, 2006.
- Murphy, Bill Jr. *The Intelligent Entrepreneur*. New York: St. Martin's Griffin, 2010.
- Nevin, Mike. *The Strategic Alliance Handbook*. United Kingdom: Gower, 2014.
- Nuevo, Pedro. *Entrepreneuring towards 2010. An Updated Global Perspective of the Art of Creating Companies and Their Affairs*. Barcelona: Deusto, 2005.
- Peng, M.W. *Global Business*. 2nd ed. Mason, OH: South Western Cengage Learning, 2011.
- Porter, M.E. *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: The Free Press, 2004.
- Robbins, S.P. and T.A. Judge. *Organizational Behavior*. 15th ed. Harlow: Prentice Hall, 2012.
- Tapping, D., and T. Shuker. *Value Stream Management for the Lean Office*. Boca Raton, FL: Productivity Press, 2003.
- Thomas, D.C., and K. Inkson. *Cultural Intelligence: People Skills for Global Business*. San Francisco: Berrett Koehler, 2004.
- Verbeke, A. *International Business Strategy*. Cambridge: Cambridge University Press, 2009.

## • Teaching resources

Posted on the course intranet site:

- o Supplementary teaching cases
- o PowerPoint slides (short version)
- o Supplementary articles

Other:

- o Supplementary video cases (web link provided when possible)

Students are required to read all the assigned cases and articles. The main required texts for this course are the following:

- o Hill, C.W.L. *International Business: Competing in the Global Marketplace*. 10th ed. New York: McGraw-Hill, 2014.
- o Goddard, C.R., P. Cronin, and K.C. Dash. *International Political Economy: State-Market Relations in a Changing Global Order*. 2nd ed. Boulder, CO: Lynne Rienner, 2003.
- o Grath, Anders. *The Handbook of International Trade and Finance: The Complete Guide for International Sales, Finance, Shipping and Administration*. 3rd ed. London: Kogan Page, 2013.

In addition, the supplementary reading list features some of the books you might want to refer to during the course (or afterwards) for further reading on the topics covered in class.

## **7. Methodology**

In this class, we will take an active learning approach. This approach requires students to prepare for EVERY lesson. In other words, you should do the assigned readings and case studies (on average 4 or more readings per week), think about the issues discussed in the assigned readings, and be prepared to contribute to the class discussion. As instructor, my primary role is to facilitate the learning process. While you will have formal lectures, the main learning will be achieved through case and article preparations, class discussions and work on assignments.

The course is composed of a mixture of theory classes, case and article analyses and discussions, class assignment (on cross-cultural business communication) and a group project work. Given that the class is taught in English, all class material will be available in English only. Students will be provided with the cases, readings, exercises and lectures before the class via the intranet Moodle site (AULA ESCI-UPF).

<b>Face-to-face (in the classroom)</b>	<b>Directed (outside the classroom)</b>	<b>Independent (outside the classroom)</b>
<b>Professor</b>		
<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Tutorials and seminars</li> <li>- Discussion of cases and articles</li> <li>- Simulation (in class)</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare classes</li> <li>- Prepare tutorials and seminars</li> <li>- Prepare cases and articles</li> </ul>	<ul style="list-style-type: none"> <li>- Follow current business press for latest developments related to the class</li> </ul>
<b>Student</b>		
<ul style="list-style-type: none"> <li>- Participation in discussions</li> <li>- Final project presentation</li> <li>- Final exam</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare case studies presentations (group)</li> <li>- Prepare case study questions (group)</li> <li>- Prepare cases and articles</li> </ul>	<ul style="list-style-type: none"> <li>- Class preparation and readings</li> <li>- Final project preparation</li> <li>- Independent study</li> <li>- Exam preparation</li> </ul>





## **Theory classes**

The objective of theory classes is to understand the main issues related to International Management and consider all relevant elements in developing and implementing effective international strategies and organisational policies. For each topic, I will provide a set of PowerPoint slides (short version). These slides will be posted on AULA ESCI-UPF after the class. While we will not discuss every single slide or spend equal time on each slide, you are expected to be familiar with ALL the material covered in the slides.

## **Case studies**

The objective of case presentations, discussions and analyses is to develop the necessary abilities to apply previously acquired concepts to a specific situation. The case studies put you in the shoes of a decision maker: you have to perform the appropriate analysis and then make a recommendation. Beyond the International Management-related content, you benefit by improving your problem-solving ability, your ability to think on your feet and your powers of persuasion to move others towards your point of view.

A case-study course involves continuous student-to-student and student-to-instructor discussion. Much of the learning occurs during the class, as students work through what they prepared in advance, ask questions about it, and improve on it.

To get the most out of the class you must prepare conscientiously and participate actively in class discussions. Failure to participate robs others of your perspective and increases the chances that the discussion will not be relevant to your interests and abilities. So please participate actively.

So what is conscientious case preparation? Read the case through thoroughly; identify the main issues to be addressed in the case; attempt to analyse these issues using your common sense and any appropriate tools or techniques; and note any action recommendations implied by your analysis. Alternatively, if you find yourself hitting a roadblock, try to articulate what your problem is. Identifying roadblocks is as often valuable as a complete analysis.

For each case assigned, I will provide the questions to be answered and the points to be addressed in the group PowerPoint presentation. The questions play several roles, which vary depending on the case in question.

Usually the questions are simply to help you get started on your analysis. You should not feel constrained by them, nor should you assume that answering all of the preparation questions necessarily constitutes a complete analysis. My general advice is always to read the preparation questions, but do not feel overly constrained by them.

On Moodle you will find the guidelines for the case studies group presentations for each specific session plus the questions to be answered by all groups.

In class I tend to switch between asking for volunteers and calling on individuals. If you are not prepared, please notify me before the class, and we can both avoid some

embarrassment. If you have spent time preparing the case, but still feel unsure of your opinions, count yourself prepared. If you have made the effort, you should never feel embarrassed by the result.

### **News, articles and professional papers**

The objective of article discussions is to develop the ability to analyse current issues in International Management as well as to keep abreast of recent socioeconomic developments and link them to the class material. The course outline at the end of this document lists the required articles, but additional articles from various relevant sources (e.g. *The Economist* and the *Financial Times*) will be posted on AULA ESCI-UPF and will serve to initiate discussions, either in the classroom or on the intranet site.

### **Practical exercise on cross-cultural business communication**

We will play a practical exercise in class on cross-cultural business communication. The purpose of this exercise is to sharpen your cross-cultural business skills and apply the knowledge acquired in the lectures to real-life situations.

### **Final group project work**

During the course you will have to give a group presentation on a topic related to the content of the course. Working on these assignments should:

- Allow you to practise the concepts covered in class to help you learn and understand them better, mainly by appreciating what their practical application means for real business life.
- Motivate you to learn more about specific industries and sectors.
- Sharpen your analytical skills.
- Apply the theory in practical business life situations.
- Help you become better in dealing with ambiguity.
- Encourage you to learn how to make recommendations and how to justify your opinions.
- Improve your teamwork skills.
- Give you an opportunity to improve your written and spoken English.
- Present you with an opportunity for public speaking in front of a relatively friendly audience.

Activity	Hours	Credits
<b>Directed</b>		
Theory classes	15	0.6
Cases	15	0.6
News articles and papers	17	0.68
<b>Supervised</b>		
Assignment – supervision	5	0.18
<b>Autonomous</b>		
Assignment and study	71	2.86
Final exam	2	0.08

## **8. Clarifying Expectations**

### MY EXPECTATIONS

**Class Preparation.** I expect you to come to classes prepared. This includes reading the assigned cases, articles and books. Your preparation will count towards a significant part of your participation mark. While participation during the classes is predominantly voluntary, I also practise “cold calling”. This means that anyone may be asked to answer any question. Fear of public speaking will not be accepted as an excuse.

**Punctuality and Deadlines.** I expect you to be on time for classes. I understand that, due to unforeseen circumstances, you may be occasionally late. If possible, please let me know in advance if you are going to be late. Being habitually late is a good way of losing goodwill (e.g. not performing well on class participation). Deadlines will always be strictly enforced and no exceptions of any kind will be made without prior approval.

**Attendance.** I expect you to attend classes regularly. I understand that, due to unforeseen circumstances, you may be occasionally absent. If possible, please let me know in advance if you are going to be absent. Being habitually absent and/or being absent without a valid reason is a good way of losing goodwill (e.g. not performing well on class participation). Being absent does not excuse you from any deadline. It is your responsibility to ensure that I receive the required material in the specified format by the given deadline, even if you are not present. If your attendance falls below 80% (more than 4 absences or 8 hours), your participation extra credit will be set to zero.

**Class Discipline.** It is of the utmost importance that you respect your classmates and the lecturer by allowing them to work and study in a professional environment. You are expected to exhibit the highest levels of professionalism and courtesy in and out of class. Minimum behavioural expectations include the following:

- Turn off mobile phones while in class.
- Arrive punctually (if you arrive late or have to leave early, please find a seat close to the door in a non-disruptive manner).
- Keep private conversations to a minimum.
- According to ESCI-UPF rules, lecturers may ask student(s) to leave the classroom. If you are asked to leave the classroom, your attendance sheet will be marked as “Expelled” (counts as two unjustified absences) and you will be asked to meet with the programme coordinator.

**Intranet (AULA ESCI-UPF).** It is students’ responsibility to ensure timely access to AULA ESCI-UPF (<https://aula.esci.upf.edu/login/index.php?lang=en>). You are expected to obtain AULA ESCI-UPF access as soon as possible, and it is your responsibility to do so. All class material will be posted on AULA ESCI-UPF and no material will be printed. The fact that you have not obtained access to AULA ESCI-UPF will not be accepted as an excuse for not doing the required coursework.

**Internet-Enabled Devices:** Students must bring some type of internet-enabled device (e.g. laptop, tablet or smartphone) to the class WHEN INSTRUCTED. Class materials will be available exclusively on line. For the remainder of the class, use of any of these devices is allowed ONLY for class-related activities (e.g. taking notes). If you are found using these devices for any other purpose, especially for activities that distract your classmates, you may be asked to leave the classroom.

**Academic Integrity.** ESCI-UPF expects the highest levels of responsibility and academic honesty from its students. Given that the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that students demonstrate high standards of individual honour in their academic work. As a general rule, academic dishonesty involves any of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty will face disciplinary proceedings. Plagiarism, be it from the internet, papers for other classes or any other source, is unacceptable: you must always cite your sources.

#### YOUR EXPECTATIONS

**Responsiveness and Feedback.** You should expect that any questions and concerns you raise with me will be answered, addressed and responded to. Besides formal feedback mechanisms, feel free to jot me an e-mail with any questions or feedback. I will try my best to respond as speedily as I possibly can. If you need to talk to me, you can send me an e-mail requesting to meet either before or after the class and I will schedule time to talk to you. Although I am usually available before and after the class for impromptu questions and consultations, unless you previously request to meet, you need to be prepared for the possibility that I may ask you to postpone the conversation for another day due to my previously scheduled obligations.

**Punctuality.** You should expect me to start and finish classes on time. If we need extra time to cover materials, or need to organise an extra session, I will only do so if the majority of the class agrees.

**Preparation and Rigour.** You should expect the most up-to-date and rigorous materials to be covered in class.

**Guidelines and Expectations.** For all assignments, exams and other course materials, I will state my expectations as clearly as possible. If either of us finds that the other party has been violating expectations, it is our duty to inform the other party as promptly and in as fair a manner as possible.

## Class Timetable

<p><b>Week</b></p> <p>1</p>	<p>Topic</p> <p>Session 1</p>	<p><b><u>Course Introduction. Globalisation</u></b></p> <p>Presentation: Introduction to the course. Setting out rules and expectations</p> <p><b>Lecture I: Globalisation and its Impact in the International Business Environment</b></p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p><b>Relevant book chapters:</b></p> <ul style="list-style-type: none"> <li>• Globalisation: Hill</li> </ul>
<p>2</p>	<p>Topic</p> <p>Session 2</p> <p>Session 3</p>	<p><b><u>Foreign Direct Investment. Internationalisation Theories</u></b></p> <p><b>Lecture II: Foreign Direct Investment</b></p> <ul style="list-style-type: none"> <li>- FDI theories</li> <li>- Developed countries investing in emerging markets</li> </ul> <p><b>In class:</b> The case of Brazil, Russia, India and China (BRICs)</p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p><b>Relevant book chapters:</b></p> <ul style="list-style-type: none"> <li>• FDI: Hill</li> </ul> <p><b>Lecture III: Internationalisation Theories</b></p> <p>1. The Uppsala Internationalisation Model</p>

		<p>2. The Transaction Cost Analysis (TCA) Model</p> <p>3. The Network Model</p> <p>4. Internationalisation of SMEs</p> <p>5. Internationalisation of services</p> <p>7. Internationalisation motives</p> <p>8. Internationalisation barriers</p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p><b>Prepare the following case study:</b></p> <p>“Carolina Herrera” Internationalisation Strategy: Democratic Luxury or Maximum Exclusiveness? (European Research Studies, Volume XIV, Issue 2, 2011)</p> <p>Note: case study group presentation. Plus, all groups must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)</p> <p><b>Relevant book:</b></p> <ul style="list-style-type: none"><li>• Verbeke, A. <i>International Business Strategy</i>. Cambridge: Cambridge University Press, 2009.</li></ul>
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3	Topic	<p><b><u>Political Economy of International Trade</u></b></p>
	Session 4	<p><b>Lecture IV: The Role of International Multilateral Institutions and Trade Blocs</b></p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: The cases of UN, Nafta, EU, Mercosur, etc. In class: The cases of WTO, FMI, World Bank, etc.</p> <p><b>Relevant book:</b> Goddard, C.R., P. Cronin, and K.C. Dash. <i>International Political Economy: State-Market Relations in a Changing Global Order</i>. 2nd ed. Boulder, CO: Lynne Rienner, 2003. (Read the articles related to the lecture)</p>
	Topic	<p><b><u>International Trade Theories. Trading Strategies and Methods</u></b></p> <p><b><u>International Regulatory framework. Technical Standards</u></b></p>
	Session 5	<p><b>Lecture V: International Trade Theories. Trading Strategies and Methods</b></p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Grath, Anders. <i>The Handbook of International Trade and Finance: The Complete Guide for International Sales,</i></li> </ul>



	<p>Session 6</p>	<p><i>Finance, Shipping and Administration</i>. 3rd ed. London: Kogan Page, 2013.</p> <ul style="list-style-type: none"> <li>• Robert C. Feenstra. <i>Advanced International Trade: Theory and Evidence</i>. Princeton University Press, 2004.</li> <li>• Goddard, C.R., P. Cronin, and K.C. Dash. <i>International Political Economy: State-Market Relations in a Changing Global Order</i>. 2nd ed. Boulder, CO: Lynne Rienner, 2003. (Read the articles related to the lecture)</li> <li>• Feenstra, R.C. <i>Advanced International Trade: Theory and Evidence</i>. Princeton, NJ: Princeton University Press, 2004.</li> </ul> <p><b>Lecture VI: International Regulatory Framework. Technical Standards. Trading Strategies and Methods</b></p> <p>Trade Rules. Elements of International Trade</p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Grath, Anders. <i>The Handbook of International Trade and Finance: The Complete Guide for International Sales, Finance, Shipping and Administration</i>. 3rd ed. London: Kogan Page, 2013.</li> <li>• Robert C. Feenstra. <i>Advanced International Trade: Theory and Evidence</i>. Princeton University Press, 2004.</li> </ul>
	<p>Topic</p>	<p><b><u>The Export and Import Process. Strategy and Management</u></b></p>

4	Session 7	<p><b>Lecture VII: The Export Process. Strategy and Management</b></p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Grath, Anders. <i>The Handbook of International Trade and Finance: The Complete Guide for International Sales, Finance, Shipping and Administration</i>. 3rd ed. London: Kogan Page, 2013.</li> <li>• Robert C. Feenstra. <i>Advanced International Trade: Theory and Evidence</i>. Princeton University Press, 2004.</li> </ul>
5	Session 8	<p><b>Lecture VIII: The Import Process. Strategy and Management</b></p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Prepare the following case study:</b> <i>Swatch and Global Watch Industry</i>. Geographical target area: world</p> <p>Note: case study group presentation. Plus, all groups must answer and deliver the questions related to the case study (check the appropriate doc. with instructions).</p> <p><b>Relevant books:</b></p>

	<p>Topic</p> <p>Session 9</p>	<ul style="list-style-type: none"> <li>• Grath, Anders. <i>The Handbook of International Trade and Finance: The Complete Guide for International Sales, Finance, Shipping and Administration</i>. 3rd ed. London: Kogan Page, 2013.</li> <li>• Robert C. Feenstra. <i>Advanced International Trade: Theory and Evidence</i>. Princeton University Press, 2004.</li> </ul> <p><b><u>International Managerial structures. Management Styles. Global Leadership. Global Entrepreneur</u></b></p> <p><b>Lecture IX: International Managerial structures. Management Styles</b></p> <p>Simple functional organisations to divisional or matrix structures</p> <p>In class: The cases of Apple and Google, among others.</p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Bartlett, C., and S. Ghoshal. <i>Managing Across Borders: The Transnational Solution</i>. Brighton, MA: Harvard Business School Press, 1998.</li> <li>• Murphy, Bill Jr. <i>The Intelligent Entrepreneur</i>. New York: St. Martin's Griffin, 2010.</li> <li>• Nuevo, Pedro. <i>Entrepreneuring towards 2010. An Updated Global Perspective of the Art of Creating Companies and Their Affairs</i>. Barcelona: Deusto, 2005.</li> <li>• Hisrich, Robert, Michael Peters, and Dean Shepherd, <i>Entrepreneurship</i>. New York: McGraw-Hill Irwin, 2012.</li> </ul>
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6	<p>Session 10</p> <p>Topic</p>	<p><b>Lecture X: Global Leadership. Global Entrepreneur</b></p> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Prepare the following case studies:</b></p> <ul style="list-style-type: none"> <li>• Ricardo Semler and Semco S.A (Thunderbird School of Global Management). Ref: A15-98-0024</li> <li>• Ricardo Semler’s Employee Empowerment Strategies at SEMCO. (ICFAI Business School). Ref: 304-114-1</li> </ul> <p>Note: case study group presentation. Plus all groups must answer and deliver the questions related to the case study (check the appropriate doc. with instructions).</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Bartlett, C., and S. Ghoshal. <i>Managing Across Borders: The Transnational Solution</i>. Brighton, MA: Harvard Business School Press, 1998.</li> <li>• Murphy, Bill Jr. <i>The Intelligent Entrepreneur</i>. New York: St. Martin’s Griffin, 2010.</li> <li>• Nuevo, Pedro. <i>Entrepreneuring towards 2010. An Updated Global Perspective of the Art of Creating Companies and Their Affairs</i>. Barcelona: Deusto, 2005.</li> <li>• Hisrich, Robert, Michael Peters, and Dean Shepherd, <i>Entrepreneurship</i>. New York: McGraw-Hill Irwin, 2012.</li> </ul>
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<p>Session 11</p>	<p><b><u>Managing Cultural Diversity. Cross-Cultural Business Communication</u></b></p> <p><b>Lecture XI: Managing Cultural Diversity</b></p> <p>1. Theory</p> <p>2. Cross-Cultural Business Communication</p> <ul style="list-style-type: none"> <li>• Verbal, nonverbal and written communications</li> <li>• Building relationships</li> </ul> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Thomas, D.C., and K. Inkson. <i>Cultural Intelligence: People Skills for Global Business</i>. San Francisco: Berrett Koehler, 2004.</li> <li>• Ahlstrom, D., and G.D. Bruton. <i>International Management: Strategy and Culture in the Emerging World</i>. 1st ed. Mason, OH: South Western Cengage Learning, 2010.</li> </ul>
<p>Session 12</p>	<p><b>Lecture XII: Managing Cultural Diversity</b></p> <p>Cross-Cultural Business Communication</p> <ul style="list-style-type: none"> <li>• Barriers</li> <li>• Business meetings</li> <li>• Communicating with co-workers</li> </ul>

7	Session 13	<p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical exercise</p> <p>Cross-Cultural Business Communication</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Thomas, D.C., and K. Inkson. <i>Cultural Intelligence: People Skills for Global Business</i>. San Francisco: Berrett Koehler, 2004.</li> <li>• Ahlstrom, D., and G.D. Bruton. <i>International Management: Strategy and Culture in the Emerging World</i>. 1st ed. Mason, OH: South Western Cengage Learning, 2010.</li> </ul> <p><b>Lecture XIII: Managing Cultural Diversity</b></p> <p>Doing Business in the Emerging Markets. The case of Brazil, Russia, India and China (BRICs)</p> <ul style="list-style-type: none"> <li>• Business environment</li> <li>• Business etiquette</li> </ul> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Relevant books:</b></p>
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	<p>Session 14</p>	<ul style="list-style-type: none"> <li>• Ahlstrom, D., and G.D. Bruton. <i>International Management: Strategy and Culture in the Emerging World</i>. 1st ed. Mason, OH: South Western Cengage Learning, 2010.</li> <li>• Harvard Business Review, <i>Doing Business in China</i>. Watertown, MA: Harvard Business Review Press, 2004.</li> <li>• Cavusgil, S.T., and P.N. Ghauri. <i>Doing Business in Emerging Markets: Entry and Negotiation Strategies</i>. London: SAGE, 2002.</li> <li>• Cavusgil, S.T., P.N. Ghauri, and A. Akcal. <i>Doing Business in Emerging Markets</i>. 2nd ed. London: SAGE, 2012.</li> </ul> <p><b>Lecture XIV: Managing Cultural Diversity</b></p> <p>Doing Business in Emerging Markets. The case of China, India, Brazil and Russia(BRICs)</p> <ul style="list-style-type: none"> <li>• Business cultural barriers</li> <li>• Negotiation techniques</li> </ul> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Relevant books:</b></p>
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8	Topic          Session 15	<ul style="list-style-type: none"> <li>● Ahlstrom, D., and G.D. Bruton. <i>International Management: Strategy and Culture in the Emerging World</i>. 1st ed. Mason, OH: South Western Cengage Learning, 2010.</li> <li>● Harvard Business Review, <i>Doing Business in China</i>. Watertown, MA: Harvard Business Review Press, 2004.</li> <li>● Cavusgil, S.T., and P.N. Ghauri. <i>Doing Business in Emerging Markets: Entry and Negotiation Strategies</i>. London: SAGE, 2002.</li> <li>● Cavusgil, S.T., P.N. Ghauri, and A. Akcal. <i>Doing Business in Emerging Markets</i>. 2nd ed. London: SAGE, 2012.</li> </ul> <p><b><u>Fundamentals of International Strategic Management. Identifying International Market attractiveness and Competitive Strength. Managing Strategic Alliances</u></b></p> <p><b>Lecture XV: Fundamentals of International Strategic Management</b></p> <ol style="list-style-type: none"> <li>1. Strategies, main strategic choices, value chain, tools: PEST, SWOT, Porter 5 forces, CAGE</li> <li>2. Identifying international market attractiveness and competitive strength</li> <li>3. Managing for competitive advantage</li> </ol> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p>
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		<p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Porter, M.E. <i>Competitive Strategy: Techniques for Analyzing Industries and Competitors</i>. New York: The Free Press, 2004.</li> <li>• Ghemawat, P. <i>Strategy and the Business Landscape</i>. Harlow: Pearson, 2009.</li> <li>• Dawson, John, and Masao Mukoyama. <i>Global Strategies in Retailing: Asian and European Experiences</i>. Routledge Studies in International Business and the World Economy. Oxford: Routledge, 2013.</li> <li>• Grünig, Rudolf, and Dirk Morschett. <i>Developing International Strategies: Going and Being International for Medium-Sized Companies</i>. Berlin: Springer, 2013.</li> <li>• García-Merino, Teresa, and Valle Santos-Álvarez. <i>Managerial Cognition &amp; Strategic Management: Rethinking Internationalization Strategies</i>. New York: Nova Science Publishers, 2011.</li> </ul>
	<p>Session 16</p>	<p><b>Lecture XVI: Breaking into Foreign Markets. Managing Strategic Alliances. Managing International Assets and Risk</b></p> <p><b>Strategic Alliances</b></p> <ul style="list-style-type: none"> <li>• Agents</li> <li>• Franchising/licensing</li> <li>• Contract manufacturing</li> <li>• Joint Ventures</li> </ul> <p><b>Managing International Assets and Risk</b></p> <ul style="list-style-type: none"> <li>• International trade risks</li> <li>• Risk management strategies</li> </ul>

**To do before class:** Read the related articles uploaded to Moodle

In class: practical examples from different business environments

**Prepare the following case study:**

IKEA – Expanding through franchising to the South American Market (Company: Sweden, Holland). Geographical target area: Brazil

Note: case study group presentation. Plus, all groups must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)

**Relevant books:**

- Nevin, Mike. *The Strategic Alliance Handbook*. United Kingdom: Gower, 2014.
- Gomes, Emanuel, Yaakov Weber, Chris Brown, and Shlomo Yedidia Tarba. *Mergers, Acquisitions and Strategic Alliances: Understanding the Process*. New York: Palgrave Macmillan, 2011.

9	Session 17	<p><b>Lecture XVII: Value Chain. Distribution Decisions in the International Market. Pricing Decisions in the International Market</b></p> <ol style="list-style-type: none"> <li>1. Managing and controlling distribution channels <ol style="list-style-type: none"> <li>1.1. Value chain</li> <li>1.2. Technical regulations</li> <li>1.3. Strategies</li> </ol> </li> <li>2. International pricing strategies <ol style="list-style-type: none"> <li>2.1. Skimming, market pricing, penetration pricing, price changes</li> </ol> </li> <li>3. Factors influencing international pricing decisions</li> </ol> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Prepare the following case studies:</b></p> <ul style="list-style-type: none"> <li>• INDITEX 2012. Harvard Business Review. PUBLICATION DATE: June 03, 2013 PRODUCT #: 713539-PDF-ENG.</li> <li>• ZARA: Fast Fashion. PUBLICATION DATE: April 01, 2003 PRODUCT #: 703497-PDF-ENG.</li> </ul> <p><b>Article:</b> Sergio Costa Sant'Anna. "Inditex se alía con Alibaba para llevar Zara a todo el territorio chino". 26 November 2014. Wharton Business School.</p> <p><b>In-class video:</b> ZARA DISTRIBUTION SYSTEM (HARVARD BUSINESS SCHOOL)  <a href="https://www.knowledgeatwharton.com.es/article/alibaba-zara/">https://www.knowledgeatwharton.com.es/article/alibaba-zara/</a></p> <p>Note: all students must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)</p>
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		<p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Cook, Thomas. <i>Managing Growth and Expansion into Global Markets: Logistics, Transportation, and Distribution</i>. Global Warrior Series. Boca Raton, FL: CRC Press, 2015.</li> </ul>
	<p>Session 18</p>	<p><b>Lecture XVIII: International Business Contracts and Conduct</b></p> <ol style="list-style-type: none"> <li>1. Overview of business contracts</li> <li>2. Extraterritorial application of laws</li> <li>3. Bribery and corruption in different cultural environments</li> <li>4. Mediation</li> <li>5. International arbitration or litigation</li> <li>6. Enforcement of foreign judgments</li> <li>7. Patent protection</li> <li>8. Copyright protection</li> <li>9. Trademark protection</li> <li>10. Trade secret</li> <li>11. Licensing of intellectual property</li> </ol> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Chow, D.C.K., and T.J. Schoenbaum. <i>International Business Transactions: Problems, Cases, and Materials</i>. New York: Aspen Publishers, 2010.</li> </ul>

10	Session 19	<p><b>Lecture XIX: International HR Management. Building an International Workforce</b></p> <ol style="list-style-type: none"> <li>1. Importance of skill-building</li> <li>2. Recruitment issues</li> <li>3. Hiring strategies</li> <li>4. Training strategies</li> <li>5. Developing managers</li> <li>6. Retaining people</li> </ol> <p><b>To do before class:</b> Read the related articles uploaded to Moodle</p> <p>In class: practical examples from different business environments</p> <p><b>Prepare the following case study:</b></p> <ul style="list-style-type: none"> <li>• GE'S Talent Machine: The making of a CEO (HBS 304049)</li> </ul> <p>Note: case study group presentation. Plus, all groups must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)</p> <p><b>Relevant books:</b></p> <ul style="list-style-type: none"> <li>• Armstrong, M. <i>Armstrong's Handbook of Human Resource Management Practice</i>. London: Kogan Page, 2009.</li> </ul>
	Session 20	<p><b>Final presentation</b></p> <p>In class: All groups must give their final project PPP and hand in the HARD COPY directly to the lecturer</p> <p>Note: look at the specific guidelines</p>